

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Comprehension

a. The Nature of Reading

Reading is one of the important skills in learning English, besides speaking, writing and listening. The readers need a skill when they read a text because without skills the readers will get difficulties to comprehend the text. Reading is a complex process involving a network of cognitive actions that work together to construct meaning.¹ According to Linse, reading is a set of skills that involves making sense and deriving meaning from the printed word.² In the other words, reading is process to gain information that the writer wants to express from the text.

Reading is also an interactive process. The various processes involved in reading are carried out simultaneously while recognizing words very fast and keeping them active in working memories and also organizing structure of sentences to assemble the most logical clause-level meanings, building a main idea model of text comprehension in our heads, monitoring comprehension and so on. Kalayo Hasibuan states that reading is an interactive process that

¹Linda J. Dron and Carla Soffos, *Teaching for Deep Comprehension: A reading workshop approach*, Portland, Maine, Stenhouse Publishers, 2005, p. 6

² Caroline T. Linse, *Practical English Language Teaching: Young Learners*, New York: McGraw-Hill Book Companies, 2005, p. 69

goes on between the reader and the text, resulting in comprehension.³ It means that there is an interactive correlation between the reader and the writer when reading a text.

Reading determines the students are able to think that has a fundamental effect on the development of the imagination, a powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person they want to become.

1) The purpose of reading

Moreover, according to National Capital Language Resource Center in Riswita, there are three basic purposes of reading, those are reading to learn the language, reading for content the information and reading for cultural knowledge and awareness.⁴ In addition, Grabe and Stoller in Dhitareka believe that reading purpose can be classified into seven points that include:⁵

1. Reading to search out simple information.
2. Reading to skim quickly.
3. Reading to learn from text.
4. Reading to integrate information.

³Kalayo Hasibuan and Muhammad Fauzan, *Teaching English as a Foreign Language (TEFL)*, Pekanbaru: Alaf Riau Graha UNRI Press, 2007, p. 114-115

⁴Riswita anjang Sari, "The Use of Jigsaw Technique in Improving Students' Achievement in Reading Exposition Text: A Quasi Experimental Study to the Second Grade Students of a Senior High School in Cimahi," Bandung: published Thesis, Retrieved on 24th may, 2012 <http://www.repositoryupi.com>, p. 11

⁵Putri Aulia Dhitareka, "The Use of Suggestopedia in Teaching Reading Comprehension," Bandung: published Thesis, Retrieved on 24th may, 2012, <http://www.repositoryupi.com> p. 13

5. Reading to write.
6. Reading to critique text.
7. Reading for general comprehension.

2) The Type of Reading

According to Patel and Jain, there are two types of reading, namely:⁶

a. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. In this reading the learners read the text to get knowledge or analysis. The goal of this reading is to read shorter text.

b. Extensive Reading

Extensive reading is reading for pleasure. The purpose of this reading is that students read directly and fluently in the target language for enjoyment, without the aid of the teacher.

3) The Process of Reading

Patel and Jain suggest that the process of reading may be broadly classified into three stages:⁷

1. The Recognition Stage

At this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the

⁶Dr. M.F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Technique)*, Jaipur: Sunrise Publisher & Distributors, 2008, p. 117-123

⁷*Ibid*, p. 114-116

spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.

2. Structuring Stage

The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

3. Interpretation Stage

This is the highest level in process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discourse. In this stage at which a person really reads for information or for pleasure.

b. The Nature of the Reading Comprehension

Comprehension is an active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.⁸ Furthermore, Duffy also states that comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading.⁹

⁸ Sharon Vaughn and Sylvia Linan-Thompson, *Research-Based Methods of Reading Instruction Grades K-3*, New York: ASCD (Association for Supervision and Curriculum Development), 2004, p. 98-99

⁹ Gerald G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies 2nd Edition*, New York: The Guilford Press, 2009, p. 14

According to Dorn and Soffos, there are two levels of comprehension as follows:¹⁰

1. *Surface level*

The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text.

2. *Deep level*

The deep level of comprehension is a conceptual level of understanding that results from the reader's the author's intentions with the reader's point view.

Generally, reading comprehension can be defined as a process to get meaning and understanding what the text talks about. Reading comprehension is very important for each reader. It does not just understand the words or the grammar. It means that learning and pleasure are the ultimate goals of learning to read.¹¹ Furthermore, Snow states that Reading comprehension is the process of simultaneously extracting and constructing meaning through

¹⁰ Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension: A Reading Workshop Approach*, New York: Stenhouse Publishers, 2005, p. 14

¹¹Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, New York: The Guilford Press, 2007, p.2

interaction and involvement language.¹² It means that if the readers are able to think actively while reading process, they can comprehend what the reading material is about.

According to Vaughn and Thompson, reading comprehension includes the following:¹³

1. Applying one's knowledge and experiences to the text.
2. Setting goals for reading, and ensuring that they are aligned with the text.
3. Using strategies and skills to construct meaning during and after reading.
4. Adapting strategies that match the reader's text and goals.
5. Recognizing the author's purpose.
6. Distinguishing between facts and opinions, and
7. Drawing logical conclusion.

c. The Nature of Narrative Text

There are various kinds of the text learned by the students. One of them is narrative text. And there are many types of narrative like, fables, myths, legends, fairy tales, folk tales, biography and etc.

¹²Catherine Snow, *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*, Arlington: Rand Education, 2002, p.11

¹³Sharon Vaughn and Sylvia, *Op.Cit.*

1) Definition of narrative

Narrative is a text focusing on specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative is a fundamental tool in the construction of inter subjectivity the ability to recognize mental states in ourselves, and through imagination and projection to recognize the potential reciprocity of mental states in others their beliefs, intentions, desires and the like – and it is this (and not simply the existence of language) that makes us distinctive as human beings.¹⁴

2) The generic structure of a narrative text

- a. Orientation is introducing the participants and informing the time and the place.
- b. Complication is describing the rising crises which the participants have to do with.
- c. Resolution is showing the way of participant to solve the crises, better or worse.

3) Language features of narrative text

- a. Focus on specific participants
- b. Using processes verbs
- c. Using temporal conjunction

¹⁴Colin Harrison, *Understanding Reading Development*, London, Thousand Oaks, New Delhi, SAGE Publications, 2004, p. 16

d. Using simple Past Tense¹⁵

Narrative text is a kind of text that tells about a story, is intended to entertain the reader. Then, this text has generic structures and language features or Lexicogrammatical.

2. Teaching Reading

Teaching reading is one of the important parts in Indonesian's curriculum, the aim of the teaching reading is to develop the student's ability to understand English text effectively and efficiently. Teaching reading is a very important skill because this is the stage where the knowledge of learners start to fly. The selection of reading material should be authentic.

Reading is an essential skill for learners of English as a second language. For most of those learners the most important skill to master in order to ensure success not only in learning English, but also in learning any content class is when reading in English is required.¹⁶ It means that by reading, the learners will make greater progress and development in all other areas of learning.

¹⁵Nofri Anten, M.Pd, *Discussion Materials of Genre for Senior High School Students*, Solok, 2010, p. 14

¹⁶ Neil Anderson, "what is reading" in Nunan, David. *Practical English language teaching*. Sydney:Mc Graw Hill. 2003.p.69

According to Harmer, there are six principles in teaching reading:¹⁷

1. Reading is not a passive skill

In reading there are some activities that interact each other like the reader and the text, we have to understand what words mean, see the pictures the words are painting, understand the arguments and work out if we agree of them.

2. Students need to be engaged with what they are reading

Choose the interesting topic for the students, because when they are really fired up by the topic or task, they get much from what is in front of them.

3. Students should be encouraged to respond to the content of a reading text, not just to the language

The teacher should give a chance to respond about the content or the message of the text and how to express their feelings about the-thus personal engagement with it and the language.

4. Prediction is a major factor of reading

The teacher gives the students the hints-the book cover, the headline, the word processes page, and student's brain starts predicting what they are going to read, it will make them better and more engaged reader.

¹⁷Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, England: Longman, 1998, p. 70

5. *Match the task to the topic*

The teacher needs to choose good reading tasks-the right kind of questions, engaging and use puzzles. The most common place passage can be made really exciting with imaginative and challenging tasks.

6. *Good teachers exploit reading texts to the full.*

Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

3. The Concept of Task-based Learning

Task-Based Learning makes the performances meaningful tasks central to the learning process. It is informed by a belief that if students are focused on the completion of a task, they are just as likely to learn language as they are if they are focusing on language forms. Instead of language structure or function to be learnt, students are presented with a task they have to perform or a problem they have to solve.

According to Richards and Rodgers, framework of second language teaching is based on Edward Anthony's 1963 original model, which is thought to explain the relationship between theoretical concepts of language and language learning, and the teaching practices they inspired. There are three central components of his framework which he labeled approach, method and technique.

Anthony, as cited by Richards and Rodgers, describes approach as a set of opinions about language and the theories about language learning. Method is a planing for presenting the material based on systematic and procedure of the material. Technique refers to activities that the teacher will give in the classroom. Technique is based on a method which in turn is related to an approach. In Richards and Rodgers framework, approach carries the same meaning as in Anthony's model. They discuss approach in terms of theory of language and theory of language learning.¹⁸ A number of other ways of conceptualizing approaches and methods in language teaching have been proposed.

Although Anthony's original proposal has the advantage of simplicity and comprehensiveness and serves as a useful way of distinguishing the relationship between underlying theoretical principles and the practices derived from them, it fails to give sufficient attention to the nature of a method it self. Nothing is said about the roles of teachers and learners assumed in a method, for example nor about the role of instructional materials or the form they are expected.¹⁹ In the other words, it is a rule of the teacher to make the students more understand with the material.

¹⁸Richard and Rodgers framework 2001. Retrieved on 12 February 2013 (<http://eaptheory.wikispaces.com>)

¹⁹ Jack C.Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Port Chester: Cambridge University 1986. P. 16

a. Task

According to Willis, Task is an activity or action which is carried out as a result of processing or understanding language as a response. For example, drawing a map while listening to an instruction and performing a command. A task usually requires the teacher to specify what will be regarded as successful completion of the task. In applying task-based learning method, task is one of the most important things to be prepared.

Lee in Sae-ong stated that a task is a classroom activity or exercise that has an objective obtainable only by interaction among participants, a mechanism for structuring and sequencing interaction and a focus on meaning exchange. From the statement above, we know that task is very useful and helpful for learners to build communication activities in mastering a language. Besides, task can check their comprehension, it also helps them to be motivated in studying.²⁰ We can conclude that tasks not only make sure the student's comprehension but also can motivate them to learn more in reading the text.

Task is very significant in the process of teaching and learning, teacher should design a suitable and appropriate task for learners. An appropriate task

²⁰ Sae-ong Uraiwan. *The Use of the Alphabet Game to Increase the Vocabulary Mastery of The Fourth Grade Students Speaking of Mattahayom suksa 4 Student*. Bangkok. Srinakharinwirot university. Retrieved on 15th July 2012, <http://pusatpanduan.com/the-use-of-task-based-learning-and-group-work-incorporating>

can foster students comprehension of a topic. If the teacher does not have right criterias in designing a task, it can be quite hard.

According to Willis, there are some types of tasks, such as:²¹

1. Listing. Listing may seem unimaginative, but in practice, listing tasks tend to generate a lot of talk as students explain their ideas. The process involves brainstorming and fact-finding.
2. Ordering and sorting
 - a. Sequencing items are action or events in a logical or chronological order.
 - b. Ranking items according to personal values or specified criteria.
 - c. Categorizing items in which students find things out by asking each other or other people and referring to book.
 - d. Classifying items in different ways, where the categories themselves are not given.
3. Comparing, these tasks involve comparing information of similar nature but from different sources in order to identify common points or differences.
 - a. Matching to identify specific points and relate them to each other
 - b. Finding similarities and things in common
 - c. Finding differences

²¹Jane Willis, *a Framework for Task-Based Learning*.Italia:Longman handbooks. 1996 p.26

4. Problem-solving tasks make demands upon people's intellectual and reasoning powers, and through challenging, they are engaging and often satisfying to solve.

5. Sharing personal experiences

These tasks encourage learners to talk more freely about themselves and share their experiences.

6. Creative task: combinations of task types such as listing, ordering and sorting, comparing, problem solving, and many others.

b. Task-Based Learning

Task-based learning is a different way to teach languages. It employs various activities and challenges learners to use their language knowledge, thinks freely and increases their competence to communicate. Task based learning is using the authentic language through meaningful tasks.

Moreover, Willis said that Task-Based learning refers to a method of English teaching that requires learners to use authentic language through a communicative approach to achieve a desired outcome. In addition, Willis writes that Task-based learning framework, combines with tasks and texts, provides learners rich exposure to language plus opportunities to use it themselves. Throughout the task cycle, emphasis is on learners understanding and expressing meaning to complete tasks.

Teachers who use task based learning in the class will get a great production if they explore when they become instructors. Because the reason is task-based learning offers the learners opportunity to process the language which is being learned or recycled more naturally, so it makes language in the classroom therefore memorable.

c. The advantages of Task-Based learning

Some important advantages of Task-based learning are:²²

- a. Task-based learning is useful for moving the focus of the learning process from the teacher to the students
- b. It gives the students a different way of understanding language as a tool instead of as a specific goal.
- c. The students make communicative abilities and skills improved.
- d. Task makes the students “ready to go” (warming-up) in reading, and doing some real life tasks.
- e. Their involvement in class activities dramatically increased because they loved the topics.

d. The procedures of Task Based learning in Teaching Reading

Willis outlines three stages of task based learning. Pre task, task cycle and language focus. The procedures for each stage are as follow:

²² Arshya Keyvanhar, Mona Modarresi, 2009. *the impact of Task-Based Activities on reading skill of Iranian EFL Young learners at the beginner level*. Journal vol 2. Issue 1 spring. Retrieved 13th April 2013, <http://Task-based-activities-journal>

1. Pre-task: Introduction to topic and task.
 - a. The teacher tells the students about Task Based learning method
 - b. Teacher explores the topic to the class.
 - c. Teacher highlights useful words and phrases.
 - d. Teacher helps the students understand task instruction.
 - e. The students may hear the teacher or read part of a narrative text as a lead into a task.
2. Task cycle: Task, Planning, report and reading.
 - a. Task. Students do the task in pairs or small groups while teacher monitors from a distance, encouraging all attempts at communication, not correcting. Therefore, the students feel free to experiment and do not care about the mistakes.
 - b. Planning. The students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered.
 - c. Report and reading. Some groups present their reports to the class, and compare results. The teacher writes on the board. The teacher gives out the narrative text. She asks students to read to see whether their report. She asks which pair had the most similar to the text.

3. Language focus. Analysis and practice.

- a. Analysis. Students examine and then discuss specific features of the text. They can enter new words, phrases, and patterns in vocabulary books.
- b. Practice. Teacher conducts practice of new words, phrases and patterns occurring in the data. Either during or after the analysis.

B. Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself.²³ Desi Mursarina²⁴ conducted a research entitled "The application of task-based learning method to increase students' speaking ability at X TI B class of SMK Darel Hikmah pekanbaru". Based on the result of her research finding, the application of task based learning method could increase the student's speaking ability of X TI B class at SMK Darel Hikmah pekanbaru. The student's score in pre test was 49.52 and post test was 69.05. Those results indicated the improvement between those. The other relevant research is

²³ Syafi'i. *From Paragraph to A Research Report: A Writing of English for Academic Purposes*. Pekanbaru:LBSI p.122

²⁴Desi mursarina, "The Application of Task Based Learning Method to Increase Students Speaking Ability at X TI B Class of SMK Darel Hikmah Pekanbaru". State University of Riau.Unpublished. 2012

conducted by Ricky Permana Putra²⁵. To identify how is the percentage of implementation of Task-based Approach in learning process of the third year students of IPS program at State Senior High School 10 Pekanbaru, he used the technique of qualitative description with percentage. Based on the finding of his research, the level of the implementation of Task-Based Approach in learning process of the third year students of IPS program was categorized into less level. Where 51.10% was found on the less category (40-55%).

C. Operational Concept

In carrying out this research, it is necessary to clarify the variable used in analyzing the data. There are two variables, variable X and Y. variable X is effect of using Task-Based learning method. Variable Y is students reading comprehension on narrative text.

The indicators of Task Based Learning(X):

- a. The teacher introduces and explores the topic of narrative text to the class with sentences or phrases
- b. The teacher tells and asks them to brainstorm what they already know about the topic that the teacher gave.
- c. The teacher asks students do the authentic task in pairs or small groups. The students predict what the text is about from the topic that

²⁵ Ricky Permana Putra, "The Implementation of Task Based Approach in Learning Process of The Third Year Students at State Senior High School (SMAN) 10 Pekanbaru". State Islamic University of Sultan Syarif Kasim Riau.Unpublished.2009.

the teacher gave. They are free to use language they already have and express themselves.

- d. The teacher asks students to report their task in front of the class
- e. The teacher gives out the narrative text to the students.
- f. The teacher asks students to read the narrative text.
- g. The teacher asks students to find what the text is about, and it is similar or not with the report that they did before.
- h. The teacher helps students with any mistakes she heard during the task.
- i. The teacher directs students back to the text and analyse for topic vocabulary, time expressions.

The indicators of reading comprehension (Y):

- 1. The students are able to identify main idea on narrative text.
- 2. The students are able to identify supporting details on narrative text.
- 3. The students are able to identify generic structures on narrative text
- 4. The students are able to identify pronominal reference on narrative text.
- 5. The students are able to make inferences.²⁶

²⁶ *Silabus bahasa Inggris SMA N 1 Tanah Putih*. Unpublished P. 7

D. Assumption and Hypothesis

1. Assumption

In this research, researcher assumes that by using Task-Based Learning method, it can help students of SMAN 1 Tanah Putih in improving their ability in reading comprehension on narrative text.

2. Hypothesis

H_0 : There is no significant effect of Task-Based Learning method toward reading comprehension on narrative text of the First Grade students at SMAN 1 Tanah Putih Rohil Regency.

H_a : There is a significant effect of Task-Based Learning method toward reading comprehension on narrative text of the First Grade students at SMAN 1 Tanah Putih Rohil Regency.